

**REAP****R****E****A****P**

- R** Read the text. Jot down the title and author.
- E** Encode the text by putting the main ideas in your own words/ language.
- A** Annotate the text by writing a statement that summarizes the important points.
- P** Ponder the text by thinking and talking about what you learned. Ask yourself why the author wrote the text. What do you think the author hopes you'll learn?

## SUPPORT AND MONITOR COMPREHENSION

### REAP (Read, Encode, Annotate, Ponder)



#### What Is REAP?

REAP (Eanet and Manzo 1976) is a strategy for helping readers read and understand a text. REAP is an acronym for the following stages of reading: *Read, Encode, Annotate, Ponder*.

#### Research/Origins

Eanet, M., and A. Manzo. 1976. "R.E.A.P.—A Strategy for Improving Reading/Writing Study Skills." *Journal of Reading* 19: 647–652.

#### References/Further Reading

Harvey, S., and A. Goudvis. 2000. *Strategies That Work: Teaching Comprehension to Enhance Understanding*. Portland, ME: Stenhouse.

#### Why Would I Use This Instructional Strategy?

Use of this strategy through modeling and guided practice will support increased comprehension. In the course of revisiting the text for each of the stages of REAP, students internalize the content of the reading as they think about ways to represent the main ideas and message in the author's and their own words. When students move to the ponder stage of this activity, they must connect with the text at a higher level through analysis and synthesis of the reading.

#### How Does It Work?

1. R—read on your own;
2. E—encode the text by putting the gist of what you read in your own words;
3. A—annotate the text by writing down the main ideas (notes, significant words, quotes) and the author's message; and
4. P—ponder what you read by thinking and talking with others in order to make personal connections, develop questions about the topic, and/or connect this reading to other reading you have done.

#### In the Classroom

In Christine Landaker's social studies class, students used the REAP strategy to analyze, question, and review their reading connected to a study of the Great Depression. As the Figure shows, one of the students in this class noted an important aspect of the text by writing in the Encode box what it means to buy "on margin." He then went on to *annotate* by writing down the main ideas, *pondered* by noting what he considered the cause of the Depression, and posed a question: "Did anyone think the crisis was temporary?" The collection of questions from the entire class led into further study related to the Depression.

REAP	
<p><b>R</b></p> <p>Title: The Great Depression</p>	<p><b>E</b></p> <p>On margin: borrowing money to buy stock from your broker</p>
<p><b>A</b></p> <p>As long as the value of stock continued to rise, the buyer could sell later, pay back what he borrowed, and make a profit.</p> <p>* Some investor started to sell stock in September in fear the boom would end.</p>	<p><b>P</b></p> <p>B.B.—the problem that led to the Great Depression began to give out warning signals in the early 1920s.</p> <p>Question: Did any one thing the crisis was temporary?</p>
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